DOCUMENT RESUME

ED 117 138 TM 004 991

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TITLE	A Survey of Parents of Students at Jordan Junior High School.
INSTITUTION	Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
REPORT NO	C-73-51
PUB DATE	Aug 74
NOTE	27p.
EDRS PRICE	MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS	Achievement Rating; Caucasian Students; *Educational Programs; Integration Effects; Interviews; *Junior High Schools; Junior High School Students; Negro Students; *Parent Attitudes; Parent School Relationship; Questionnaires; *School Integration; *Surveys
IDENTIFIERS	Jordan Junior High School; *Minneapolis Public Schools; Minnesota (Minneapolis)

ABSTRACT

As part of the Minneapolis Public Schools' desegregation/integration plan, boundary changes for Jordan Junior High's elementary feeder schools were implemented for the 1973-74 school year. Incoming seventh graders, who previously would have attended another junior high, changed the percentage of minority group students in seventh grade from 12 percent in 1972-73 to 42 percent in 1973-74. In the spring of 1974, a sample of 15 percent of the parents of seventh and eighth grade students were interviewed in their homes to determine their feelings about the educational program at Jordan. Overall, the parents were satisfied with Jordan's educational program. The results were similar for seventh and eighth grade parents and for parents of Black and White students. About 90 percent of the parents were satisfied with how much their child was learning in reading, mathematics, and other subjects; about 80 percent expressed satisfaction with the kinds of courses provided, the activities other than courses that were provided, the way the subject matter was taught, and the way their child had been treated by the Jordan staff. Almost all parents said they were satisfied with how well their child was getting along with other students at Jordan. (Author/DEP)

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Minneapolis Public Schools

A Survey of Parents of Students at Jordan Junior High School

Lary Johnson

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TM004 991

August 1974
C-73-51

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Minneapolis Public Schools

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Summary

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As part of the Minneapolis Public Schools' desegregation/integration plan, boundary changes for Jordan Junior High's elementary feeder schools were implemented for the 1973-74 school year. Incoming seventh graders, who previously would have attended another junior high, changed the percentage of minority-group students in seventh grade from 12% in 1972-73 to 42% in 1973-74. In the spring of 1974 a sample of 15% of the parents of seventh and eighth grade students were interviewed in their homes to determine their feelings about the educational program at Jordan. 1-3

Overall, the parents were satisfied with Jordan's educational program. The results were similar for seventh and eighth grade parents and for parents of Black and White students. About ninety percent of the parents were satisfied with how much their child was learning in reading, mathematics, and other subjects; about 80% expressed satisfaction with the kinds of courses provided, the activities other than courses that were provided, the way the subject matter was taught, and the way their child had been treated by the Jordan staff. Almost all parents said they were satisfied with how well their child was getting along with other students at Jordan. 4-6

Three-fourths of the parents of Black seventh graders and slightly more than half of the parents of White seventh and eighth graders preferred the seventh grade report card, which used a separate report for each classroom based on specific objectives for that particular area, rather than the eighth grade report card, which used a traditional system of five letter grades and three citizenship grades. 6-7

Almost all parents who were interviewed agreed that racial desegregation of schools was a good idea and that getting to know and respect people of other races should be goals of education. However, the majority of the parents of White students and one-third of the parents of Black students were not in favor of busing children to achieve racially balanced schools. About one-fourth of the parents described positive experiences that their child had as a result of the boundary change. Fewer parents described negative experiences than positive experiences. 8-12

* * *

August 1974

Research and Evaluation Department

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Minneapolis Public Schools

A Survey of Parents of Students at Jordan Junior High School

At the request of the administration at Jordan Junior High School, the Minneapolis Public Schools' (MPS) Research and Evaluation Department helped conduct a survey of parents of students who attended Jordan during the 1973-74 school year. The purpose of the survey was to determine parents' feelings about the educational program at Jordan.

The School

Jordan Junior High is located on the North side of Minneapolis in a predominantly White, middle-class neighborhood. About eight percent of the students enrolled at Jordan in 1972-73 were from minority groups; Black American, Native American, Spanish Surnamed American. As part of the MPS desegregation/integration plan adopted by the Board of Education in 1972, boundary changes for Jordan's elementary feeder schools were made for the 1973-74 school year. Most of the sixth grade students from Hay and Willard, who would have attended Lincoln Junior High, enrolled at Jordan for the 1973-74 school year. Since about eighty percent of the students from Hay and Willard were from minority groups, the proportion of minority-group students at Jordan increased substantially over previous years.

The racial/ethnic composition of the Jordan student population for October 1972 and October 1973 is given in Table 1 on page 2. The percentage of minority-group students in seventh grade increased from 12% in 1972-73 to 42% in 1973-74. Black American students accounted for the largest increase; twenty Black American seventh grade students were enrolled at Jordan in 1972-73, one-hundred thirty-six were enrolled in 1973-74.

The percentage of minority-group students also increased from 1972-73 to 1973-74 at eighth and ninth grade. This increase was due primarily to the transfer of eighth grade siblings of the Hay-Willard seventh graders to Jordan and a general increase of Native Americans who lived in Jordan's pre-desegregation attendance area.

Jordan will become a grade seven and eight school in 1974-75, with all ninth graders attending North or Henry High Schools.

Table 1

Grade Level and Racial/Ethnic Composition of the Jordan Student Population in 1972-73 and 1973-74[a]

Grade Level and Racial/Ethnic Background	October 1972 N	October 1972 %	October 1973 N	October 1973 %
Grade 7				
Native Americans	7	2%	41	9%
Black Americans	20	6	136	31
Asian Americans	0	0	3	1
Spanish Surnamed Americans	13	4	4	1
White Americans	269	87	256	58
	309	99%[b]	440	100%
Grade 8				
Native Americans	11	3%	26	9%
Black Americans	8	2	33	11
Asian Americans	0	0	0	0
Spanish Surnamed Americans	3	1	5	2
White Americans	314	93	228	78
	336	99%	292	100%
Grade 9				
Native Americans	10	3%	37	13%
Black Americans	3	1	8	3
Asian Americans	1	0	0	0
Spanish Surnamed Americans	9	3	3	0
White Americans	320	93	247	83
	343	100%	395	99%

[a]Based on the Pupil Sight Count compiled by the Minneapolis Public Schools' Information Services Center, October 1972 and October 1973.

[b]Figures do not always add to 100% due to rounding.

Evaluation Procedure

A parent interview questionnaire (see Appendix B) was developed by the evaluator and the Jordan administration to collect information in three areas: parent satisfaction with the educational program at Jordan, parent preference for the two kinds of pupil progress reporting systems used at Jordan, and parent feelings about desegregation and its impact on their children.

Fifteen percent of the parents of seventh and eighth grade students were randomly selected for interviews. Limited resources made it impossible to interview parents of ninth grade students. The Jordan administration handled the selection of the interviewers and the sampling of the parents. The interviews were conducted in the spring of 1974 in the homes of the parents by two Black paraprofessionals who worked at Jordan, one White paraprofessional who worked at Jordan, and one White individual who was not employed in the school system.

The sample of parents who were interviewed proportionally represents all groups of seventh and eighth grade students according to each group's size in the total student population (see Table 2). The seventh grade sample represents about 15% of the parents of White students from the pre-desegregation (1972-73) attendance area, 15% of the parents of Black students from Hay and Willard, and a few parents from the smaller groups of students (Native American students, Black students from the 1972-73 Jordan area, and White students from Hay and Willard). The eighth grade sample represents about 10% of the parents of White students from the 1972-73 Jordan feeder area, and a few parents from the smaller groups of students (Native American students, and Black students from the 1972-73 Jordan area or from Hay and Willard).

Table 2

The Sample of Parents Interviewed

Grade Seven	Number
Parents of Black students from Hay and Willard	20
Parents of White students from 1972-73 Jordan feeder area	33
Parents of Native American students, Black students from 1972-73 Jordan area, or White students from Hay and Willard	4
Total parents of grade seven students	57
Grade Eight	
Parents of White students from 1972-73 Jordan feeder area	27
Parents of Native American students and Black students from 1972-73 Jordan area or from Hay and Willard	4
Total parents of grade eight students	31

Results

The results of the parent survey will be discussed in three sections: parent satisfaction with Jordan's educational program, parent preference for student reporting systems, and parent feelings about desegregation at Jordan.

Parent Satisfaction with Jordan's Educational Program

Parent response to questions about the educational program at Jordan are given in Table 3 on page 5. The results are separated into five groups: parents of Black seventh grade students from Hay and Willard, parents of White seventh grade students from the 1972-73 Jordan feeder schools, parents of White eighth grade students from the 1972-73 Jordan feeder schools, the total group of parents of seventh graders who were interviewed, and the total group of parents of eighth graders who were interviewed. The total group of parents at seventh and eighth grades includes the parents of Native American students, Black students from the 1972-73 Jordan feeder schools, and White students from Hay and Willard.

Overall, the parents were satisfied with Jordan's educational program. The results were generally similar for seventh and eighth grade parents and for parents of Black and White students. About ninety percent of parents were either satisfied or very satisfied with how much their children were learning in reading, mathematics, and subject areas other than reading and math; however, one-fourth of the parents of eighth graders from the old Jordan area said they were dissatisfied with how much their children were learning in reading and mathematics. About eighty percent or more of the various groups of parents expressed satisfaction with the kinds of courses provided, the activities other than subject area courses that were provided, the way the subject matter was taught, and the way their child had been treated by the Jordan staff this year. Twenty percent of the parents of seventh graders were not satisfied with the activities, other than subject area courses, that were provided.

Almost all parents said they were satisfied with how well their children were getting along with other students at Jordan. Parents generally felt that the Jordan staff was interested in knowing how parents felt about school, although 25% of the parents of Black students from Hay and Willard said that they did not think the Jordan staff was interested, or that they were not sure how the Jordan staff felt.

On an overall measure of satisfaction (item 10 in Table 3), only 5% of the parents of seventh grade Black students from Hay and Willard and 3% of the parents of seventh grade White students from the old Jordan area said they were

Table 3

Satisfaction With Jordan Junior High as Expressed by Parents of Seventh and Eighth Grade Jordan Students

Question	Response	May-Willard Grade 7 Black N=20	Old Jordan[a] Grade 7 White N=33	Old Jordan[a] Grade 8 White N=27	Total[b] Grade 7 N=57	Total[b] Grade 8 N=31
1. Are you satisfied with how much your child is learning in reading and mathematics?	Very Satisfied	25%	18%	22%	21%	23%
	Satisfied	65	70	52	68	55
	Dissatisfied	10	12	19	11	16
	Very Dissatisfied	0	[illegible]	7	0	6
2. Are you satisfied with how much your child is learning in subject areas other than reading and mathematics?	Very Satisfied	30	18	15	[illegible]	13
	Satisfied	70	70	74	68	77
	Dissatisfied	0	12	11	9	10
	Very Dissatisfied	0	0	0	0	0
3. Are you satisfied with the kind of courses that are provided for students at Jordan?	Very Satisfied	20	19	15	18	13
	Satisfied	80	78	74	80	77
	Dissatisfied	0	3	7	2	6
	Very Dissatisfied	0	0	4	0	3
4. Are you satisfied with the activities other than the subject area courses that are provided for students at Jordan?	Very Satisfied	16	6	25	9	21
	Satisfied	63	74	67	69	68
	Dissatisfied	16	16	8	19	11
	Very Dissatisfied	5	3	0	4	0
5. Are you satisfied with the way the subject matter is taught at Jordan?	Very Satisfied	10	13	19	13	17
	Satisfied	85	72	69	77	73
	Dissatisfied	5	16	8	11	7
	Very Dissatisfied	0	0	4	0	3
6. Are you satisfied with the way your child has been treated by the school staff at Jordan this year?	Very Satisfied	30	30	22	[illegible]	26
	Satisfied	55	61	67	60	65
	Dissatisfied	15	6	11	9	10
	Very Dissatisfied	0	3	0	2	0
7. Are you satisfied with how well your child is getting along with other students at Jordan this year?	Very Satisfied	15	12	22	14	26
	Satisfied	80	85	70	81	68
	Dissatisfied	5	3	7	5	6
	Very Dissatisfied	0	0	0	0	0
8. Do you feel that the Jordan staff is interested in knowing how parents feel about school?	Yes	75	88	89	82	90
	No	15	3	0	9	0
	Not Sure	10	9	11	9	10
9. Do you know who to call at Jordan if you have any questions?	Yes	85	76	96	79	97
	No	15	9	4	11	3
	Not Sure	0	15	0	11	0
10. Overall, how satisfied are you with Jordan Junior High?	Very Satisfied	35	24	19	28	20
	Satisfied	60	73	67	68	67
	Dissatisfied	5	3	15	4	13
	Very Dissatisfied	0	0	0	0	0

[a]Old Jordan refers to students who lived in the Jordan attendance area in 1972-73, before the inclusion of May-Willard feeder schools in 1973-74 as part of the MPS desegregation/integration plan.

[b]Total includes all parents interviewed, Native American, Black, and White from all attendance areas.

dissatisfied with Jordan Junior High, although 15% of the parents of eighth grade White students from the old Jordan areas said they were dissatisfied.

Parents were encouraged by the interviewer to make comments after each of the questions. The parent comments associated with the ten items in Table 3 are listed in Appendix A. Parents also were asked to give suggestions for improving Jordan Junior High.

Less than half of the parents made comments after each of the questions. It seems reasonable to assume that the lack of comments reflects the parents' general satisfaction with Jordan Junior High. However, some parents said they did not know enough about the educational program at Jordan to make specific comments. The following suggestions were made by more than two parents:

- Parent should be contacted about student's difficulties.
- More homework should be given.
- More discipline.
- More school-sponsored sport activities.
- Continue the parties for students.
- Investigate the "disciplinarian" role of the paraprofessionals.
- Continue and increase the communications between school and home.

Student Reporting Systems

Two student progress reporting systems were used at Jordan in 1973-74. Seventh grade teachers used a system developed during the previous two years as part of a Title III, ESEA project. The seventh grade system used a separate progress report for each subject area based on specific objectives for that particular area. Eighth grade teachers used a traditional system that had five letter grades (A, B, C, D, F) and three citizenship grades for each subject. Many of the eighth grade parents who were interviewed had experience with the seventh grade system in the previous year (1972-73).

The seventh grade system was viewed more favorably by parents of seventh grade students than the eighth grade system was viewed by parents of eighth graders (Table 4 on page 7). Ninety-five percent of the seventh grade parents and 81% of the eighth grade parents felt their report card told them how well their child was learning. A greater percentage of eighth grade parents than seventh grade parents said that some information that should be included was missing, and that the report card used at the other grade level had something they would like included on the report card they received.

Table 4

Parent Views of the Seventh and Eighth Grade Student Reporting Systems at Jordan Junior High

Question	Response	Hay-Willard Grade 7 Black N=20	Old Jordan Grade 7 White N=33	Old Jordan Grade 8 White N=27
Do you feel the report card tells you how well your son/daugther is learning	Yes	95%	94%	81%
	No	5	6	19
Did you have any trouble understanding anything on the card?	Yes	45	6	11
	No	55	94	89
Is there any information missing on the card that you think should be included?	Yes	10	19	37
	No	90	81	63
Is there anything on the report card at the other grade level that you would like to have on the report card you received?	Yes	25	30	52
	No	75	70	48
If you had to choose between the two report cards, which one would you prefer?	Grade 7	75	55	56
	Grade 8	25	45	44

Seventy-five percent of the parents of Black seventh graders and slightly more than half of the parents of White seventh and eighth graders would choose the seventh grade report card.

Feelings About Desegregation

How do parents of Jordan students feel about the desegregation/integration efforts in Minneapolis schools? Almost all parents who were interviewed agreed that (1) racial desegregation of schools was a good idea, and (2) getting to know and respect people of other races should be goals of education. Parents of seventh grade Black students from Hay and Willard were more positive than parents of White students from the 1972-73 Jordan feeder schools. Also, parents of White eighth grade students were more positive than parents of White seventh grade students.

As indicated in Table 5 on page 9, all of the parents of Black students and almost all parents of White students said that they thought it was a good idea to have students of different races go to the same school. However, the groups differed substantially on how strongly they agreed with the idea. Fifty-five percent of the parents of Black seventh grade students said Strongly Yes, compared with 22% of the parents of White eighth grade students, and 9% of the parents of White seventh grade students.

A similar pattern occurred on the two questions concerning educational goals of integration. All parents interviewed, except one parent of a seventh grader, felt one of the goals of education should be to develop mutual respect for people of other races. However, a greater percentage of Black parents than White parents strongly supported this goal. Also, although almost all parents felt that getting to know students of other races should be part of their child's education, a larger percentage of Black parents than White parents strongly supported this goal.

Although almost all parents agreed with the idea and goals of desegregation/integration, the majority of the parents of White students and one-third of the parents of Black students said they did not believe in the idea of busing children to achieve racially balanced schools.

Positive and negative experiences. Parents were asked to describe any positive or negative experiences they felt their child had during the last year as a result of the change in Jordan's school attendance boundaries. Table 6

Table 5

Feelings of Jordan Parents About Desegregation/Integration

Question	Response	Hay-Willard Grade 7 Black N=20	Old Jordan Grade 7 White N=33	Old Jordan Grade 8 White N=27
Are you aware that attendance boundaries for several Minneapolis schools, including Jordan, have been changed this year to make the schools more racially balanced?	Yes	85%	73%	85%
	No	15	27	15
Do you think it is a good idea to have students of different races go to the same school?	Strongly Yes	55	9	22
	Yes	45	88	74
	No	0	3	4
	Strongly No	0	0	0
Do you feel that one of the goals of education should be to develop mutual respect for people of other races?	Strongly Yes	65	21	41
	Yes	30	79	59
	No	5	0	0
	Strongly No	0	0	0
Do you feel that getting to know students of other races should be part of your child's education?	Strongly Yes	65	9	33
	Yes	30	85	63
	No	5	6	4
	Strongly No	0	0	0
Do you believe in the idea of busing children to achieve racially balanced schools?	Strongly Yes	35	3	8
	Yes	30	15	32
	No	20	55	36
	Strongly No	15	27	24

shows that about one-fourth of the parents who were interviewed described positive experiences their children had, while another one-fourth of the parents said their child did not have any positive experiences as a result of the boundary change. About half did not make any comment.

Table 6

Percentage of Parents of Black and White Jordan Students Who Indicated Positive and Negative Experiences for Their Children as a Result of Jordan's Boundary Changes

	Hay-Willard Grade 7 Black		Old Jordan Grade 7 White		Old Jordan Grade 8 White	
	N	%	N	%	N	%
Positive Experiences						
Positive Comment	4	20%	10	30%	8	30%
No Positive Experiences	3	15	10	30	8	30
No Comment	13	65	13	40	11	41
Negative Experiences						
Negative Comment	2	10%	4	12%	6	22%
No Negative Experiences	3	15	12	36	11	41
No Comment	15	75	17	52	10	37

Fewer parents described negative experiences than positive experiences. Fifteen percent of the total group of the parents who were interviewed described negative experiences that their child had as a result of the boundary change. 33% said their child did not have negative experiences, and 52% did not make any comment.

The positive and negative experiences described by the parents are listed on pages 11 and 12. Grade and race of the child being discussed are given in parentheses.

Positive Experiences

- Communicates, gets along better with other students (7th grade-Black student).
- Just going to school with different races (7-Black).
- If it improves the racial balance, then that would be a positive affect (7-Black).
- Has improved feelings toward human relationship--she is no longer under the attitude that all people are prejudiced--many people are not prejudiced (7-Black).
- Student has learned to accept directions from minority teachers without thought (7-White).
- Student is not disturbed by the mix; he is quite friendly with other students and likes the differences (7-White).
- Got to meet different children (7-White).
- The idea to learn to associate with other people, and learn to get along with other minorities (7-White).
- The opportunity to know and communicate with other races (7-White).
- Child gets the chance to get along with children of other minorities (7-White).
- Very good because it makes student more open minded and helps them learn to live with other people in the future (7-White).
- Broader experiences with different types of people. Student is able to communicate with others and refer to individuals without concern of backgrounds and skin color (7-White).
- Experience of having other minorities gives them the opportunity, and by grace of a young age to communicate and establish understandings with children from other racial backgrounds, which will be beneficial for the future of our country (7-White).
- Parent does not hear of experiences in terms of color, she hears only names of students good and bad--her feelings are that the racial part is made too emphatic and may be the cause of problems (7-White).
- Not too much of a change/she realizes that good and evil has no special skin color. Student has learned to acquire appreciation for the variation of the cultural differences that exists in the world. To appreciate differences of cultures in other peoples, broadening one's aspects and allows a better communication. Eliminating hesitation in association with minorities because of this experience. This opening of new channels is great for student's future (8-White).
- Student seems to have no objections. Child has had associates come into the home and learn to choose and like some of their decisions. Although busing is a forced situation, the experience is helping them to learn to live with a situation they would normally not have brought upon themselves (8-White).
- They have found that they can communicate with other peoples (8-White).
- Finding herself as a "sudden" minority, is a positive experience for the

student's development towards human understanding. The student has learned she can communicate with other races. Student has opened her feelings toward parent--making for a closer relationship (8-White).

- Exposure--makes one more open to people of other races. Will better prepare them for North High. Dispell many of the stereotype ideas of students before they reach North (8-White).
- More exposure is good--great opportunity to get to know all races of people (8-White).
- Contact with minorities, has been for the majority of the time positive (8-White).
- Student has made friends with minority students, and enjoys the friendship. It's been exciting to have other peoples, and to meet them-otherwise life can be boring (8-White).

Negative Experiences

- When there is busing, kids of different races don't really get to know one another because they only see each other at school. Child is afraid to go to activities for fear of being beat up (7-Black).
- Busing and boundaries--boundaries are in wrong (7-Black).
- Lack of discipline has bothered her, but the process of such an experience may have progressed her maturity (7-White).
- A fight with a black student. A little amount of fear of being beaten (7-White).
- The student has picked up bad ideas in speaking vulgarity (7-White).
- Has had a feeling of intimidation; and the double-standard (7-White).
- Parent does not feel that a double standard should exist when discipline is handed out as well as the education (8-White).
- It is possible that the students quality of education has caused her to be below average in comparison to the parochial school she will transfer to next year. Minneapolis Public School system quality of education, overall, is inferior (8-White).
- Has caused more discipline problems in the school--thus affecting this student (8-White).
- Student's locker was broken into; brand new jacket was stolen--student was told that if his lock was not replaced, he would not receive his report card. Student was completely frustrated with school's system of justice--a general brush off was given (8-White).
- Had to be removed from 2 hours of classes because of problems with students (8-White).
- Student is becoming more prejudiced, student is seeing a favoritism extended to minority students (8-White).

Appendix A

Parent Comments About Jordan Junior High

Are you satisfied with how much your child is learning in reading and mathematics?

Grade 7 Black Hay-Willard

- Could do better in math, child thinks teacher could be better.
- You don't get to see what he is doing in math and reading.
- With a little more effort from student, she could do better.
- Have no indication of exactly what student learns--a little displeased.

Grade 7 White Old Area

- Has improved in mathematics and reading since elementary.
- No progress shown in reading.
- Mathematics student in top group and there is no more challenge.
- Should have more homework in mathematics.
- Doesn't like the teacher, he always picks on her--in her career as a student, first teacher to have trouble with. He intimidates her.
- Could get more courses; more accelerated courses because student does "A" work without much effort.
- Reading; not sure of student's progress.
- Feels reading materials are very good.
- Has had problems with math--needs individual help at times.

Grade 8 White Old Area

- Could be problem of students, but teacher has not contacted parent about student's learning problem.
- Lack of grammar and phonics education.
- Special reading teachers are doing excellent jobs.
- Father is dissatisfied with student's ability to read.
- Her below average performance due to lack of teacher's attention to the student.
- Reading has improved since being at Jordan.
- Feels good about progress student had made.
- Don't feel students are challenged enough; lack of vocabulary taught; does poorly in reading but good in math.
- The new math is not efficient, and the student seems unable to learn and acquire poor ability in math department.
- Satisfied with marks; but does not know what education she receives.

Are you satisfied with the kind of courses that are provided for students at Jordan?

Grade 7 Black Hay-Willard

- Don't know that much about the subjects.
- My child is satisfied.
- Should be advanced classes for kids with good ability.

Grade 7 White Old Area

- Should have more languages than Spanish (i.e. German)
- Combining classes-group teaching, are good ideas.
- Student wants more diversification.

Grade 8 White Old Area

- Perhaps a course or preparation instruction on social intercourse, adolescent lifestyle, dating, etc.
- Swimming class is intimidating because her child has a fear of water; classes like Home Economics (sewing) have no value towards future at her present age. Classes in jr. high should correspond with "adolescent" adjustments.
- Lack of organization, and variety of courses--especially, a problem in industrial arts.

Are you satisfied with the activities other than the subject area courses that are provided for students at Jordan?

Grade 7 Black Hay-Willard

- Wish they had more sport things for them to do.
- Not aware of the activities.
- Should be school sponsored sports activities.

Grade 7 White Old Area

- Involved with church activities.
- Student depends on boy's club.
- Perhaps include "skiing" as a extra-curricular activity. There is a great need for physical education, sports after school, particularly for boys.
- More extra-curricular activities after school.
- Lacking programs--mainly athletics--coaching, equipment. Lacking athletic opportunities--no comparison to "suburban" schools.
- No organized sports. There is nothing in the school that generates pride, that gives the students a chance to gain recognition.
- Jordan school has nothing worth mentioning at this point.
- Attended Halloween and Valentine Party--thought was very nice--good for the students.
- Feels the parties are good.

Grade 8 White Old Area

- Children are doing very well in outside areas.
- Mother says there is a lack of opportunity for athletic endurance.
- Participates with swimming and music.
- Student went to parties for Halloween and Valentines Day--felt was good--also plays hockey after school.
- Is not involved in any other areas.
- Not enough gym equipment and athletic apparatus.
- Feels parties are good.
- Has attended some parties.
- No athletic activities.
- Swimming pool being available is a nice activity.
- Nothing for the kids to do--why not make use of the athletic equipment, gym and swimming pool.
- Recreational program.

Are you satisfied with the way the subject matter is taught at Jordan?

Grade 7 Black Hay-Willard

- Not enough homework to prepare children for high school and college study.

- Don't know much about how it is taught.
- Subject matter should be taught in a way to maintain interest. Should be homework or work that involves parents so that child is forced to keep parents up-to-date on what he is doing.
- Teachers could put out more effort and explain.
- Teachers tend to work selectively with students that are motivated or comprehend the subject matter--the real art of teaching is to teach even the slower student.

Grade 7 White Old Area

- More pressure as far as schoolwork is concerned and homework.
- Not enough discipline in classrooms.
- Thinks students need more homework.
- A little more homework.
- The teachers lack the qualification to discipline and engage the students' mind to remain interested in studying, school and life around us.
- Wish she would have more home work; then she could show what she is doing in her subjects.
- Student seems pleased.
- Seems to be good, as they are learning.

Grade 8 White Old Area

- Elementary schools are at fault for not giving a foundation in the basics. Students are not progressing as well as they should.
- Teachers are good.
- Re-institution of text book learning--not enough homework. Parents have little opportunity to evaluate and develop an unserstandind of students progression.
- Lack of discipline control of students--subject matter is taught in a sophisticated manner which is in tune with modern times (good) but elimination of textbooks is an error--what worth are work sheets?
- Quality of teachers--should provide a more interesting format and presentation.
- Has improved academically since he has been up at Jordan so feel it is good.
- Not enough to challenge or motivate students.
- Standards seem to have been lowered in the last few year.
- Wish there were more homework sent home.
- Not enough information to give an intelligent answer.

Are you satisfied with the way your child has been treated by the school staff at Jordan this year?

Grade 7 Black Hay-Willard

- Couldn't transfer out of a class for personal problems. Conflict with other student.
- Staff is not supervising students enough. Teachers should learn to recognize potential problems--they should accept students as individuals and study backgrounds of child instead of just a class.
- There has been a disciplinary problem with student--parent feels child has been treated unjustly in the situation.
- There have been situations between the student and teacher that were not communicated to the parents. Teacher did not inform parent of need to place student in a remedial reading class, which they were later asked.

Grade 7 White Old Area

- Parent is upset that hall guards and the like take the liberty to physically "discipline" children without permission of parent.
- Feels there are many double standards set for kids.
- Child seems to be mistreated by teacher--student has been "picked" on by teacher.
- Parent explains that staff may be catering to the minorities.
- Should re-evaluate and perhaps change the para-professional "disciplinarians". Seemingly, the "disciplinarians" are far too physical, aggressive and hostile.
- Some lack of cooperation with disciplinary advisers--they seemingly had a biased eye upon student's action--the principal seems to be more concerned of the school system, than help student on a personal basis. Lack of sensitivity and sympathy on part of counselors to help personnally has caused some disappointed feelings in child.
- Student hasn't had any complaints of any of staff.
- Staff cooperative.

Grade 8 White Old Area

- Has been an incident where a teacher has shown a lack of restraint.
- Very good communications.
- Seems like trouble makers get by with much more than other students.
- Staff cooperative--overly nice as students has special health problem.
- Has had less problems this year than in the past.
- Staff cooperative.
- Parents and principal have met to discuss a disciplinary problem--excellent.
- Cooperation with assistant principal has been most enjoyable. Quality of some teachers is fine--very honest graders.

Are you satisfied with how well your child is getting along with other students at Jordan this year?

Grade 7 Black Hay-Willard

- Bickering in lunchrooms; personal property stolen; has been intimidated physically by other students.

Grade 7 White Old Area

- There has been some "bullying" at the school by the older group.
- Some of the older students are picking on the younger students, boys and girls.
- There is some friction.
- Student doesn't mingle a lot but gets along well with those she is friends with.
- Has trouble with an older boy on bus.

Grade 8 White Old Area

- Have more projects, parties or get togethers so the students can become more friendly and know their classmates better.
- No communication between races (minorities)
- Gets along well with other students--has found his own nitch.
- Likes other kids and is good to them.
- Other students have tendency to influence student to do things not commendable.

Do you feel that the Jordan staff is interested in knowing how parents feel about school?

Grade 7 Black Hay-Willard

- Never any personal contact made.

Grade 7 White Old Area

- Staff sends home bulletins i.e. "Happy Telegram"
- Receive newsletters and letters from teachers about the child and opinions of the class.
- Like letters and bulletins from school.
- Have had limited experience.
- They are putting out an effort.
- Parents are and should be used more as teacher aide if possible.
- Yes, teachers let you know right away your child is behind in school work.
- Father feels that only time he gets an invitation is when student gets into trouble. Feels that teachers should contact the parents more. Dislikes PTA.

Grade 8 White Old Area

- Staff and parents could be in a tighter contact.
- They are very interested--out of her 8 children in attendance, feels that at least one of the staff has taken extra interest in her children all the way through.
- Shows concerns--really appreciates the notes sent home periodically on good progress.
- Has had some contact from teacher.

What suggestions do you have for improving communications between Jordan and the community?

Grade 7 Black Hay-Willard

- A few more personal calls on students behavior and progress in school.
- Make children ride buses who are supposed to. Listen more to the wishes of parents when they come to school.
- The Fair really helped to let people know what was going on in the school.
- Would like to be more active in the PTA.
- Feel parent should be told ahead of time of act.
- Should be some involvement of parents in the student's projects at school. An explanation should be sent home of the subject matter and method of instruction. Field trips involving parents.
- Parents should be informed of times of meetings. Perhaps send out representatives to inform parents and use the faculty.

Grade 7 White Old Area

- More parent-teacher meetings--more open houses.
- Opportunities such as visiting classrooms, PTA and open houses are good.
- Doing good job.
- Should institute a better communications through a newsletter--inspect North's system of communication which has made good strides.
- There should be open lines of communication between teachers and parents.
- Jordan should institute more action and opportunities for parents to get involved. The school system should make first move. Parents should have opportunity to sit in on classes.
- Feels communications are good.
- A brochure (bulletin) of all the classes for students' grade level so parents can help children pick out their courses.

Grade 8 White Old Area

- Doing a good job--are trying to establish some ties with community.
- Newsletter is good.
- The open houses, meeting, and the mid-report letters to parents are all fine instruments of communication. Keep up the good work.
- More phone calls.
- Feels really good about the communications she has had and feels free to contact at any time.
- Would like more teachers to come out to the homes more.
- There should be a weekly or bi-weekly communication between parents and teachers.
- If there are any problems between school system and parent relationship--it is fear of parents to the system--this must be eliminated. Jordan must adjust to the changing community--to relate to the population that is not now 75% professional. The staff should make a practice of contacting parents upon pleasant and good progress of the child as well as communicating upon and digging up problems. Social workers should get outside of the school. The staff should send feelers into the homes and not be limited just to classrooms.

In addition to the comments you have made already, what other suggestions do you have for improving Jordan?

Grade 7 Black Hay-Willard

- Should have an athletic program for boys and girls.
- Teachers should use more discipline on students.
- Better communication.
- More communication with parents and teachers
- Should be an athletic program.
- Staff should exert more pressure (notify parents) to get work done. Teachers are lackadaisical in letting responsibility for assignments slip past student.

Grade 7 White Old Area

- More special classes for students in need-employ more parental help.
- Helping to improve discipline/improve quality of lunches.
- More supervision during the dressing period after gym class (for girls) to avoid any fights.
- More sports.
- Improvement in lunchroom procedures for buying lunches; not having to go by tables.
- More discipline in school.
- How does Jordan rate as far as national educational norms--is the school up to standards?
- More outside activities (evening basketball) -- program for football/people from high school should volunteer for services or should open up more jobs. Students are

disappointed with activities that exist. After school activities give teacher and students opportunity to learn more about each other.

- Kids should not be forced to take courses that are not related to their desires--should not be forced to take cooking etc., if they hate it.

Grade 8 White Old Area

- If school does not, should include classes on the cultures of other peoples.
- More disciplinary action--freer channels between staff and parents on discipline.
- (1) eliminate possibilities for "scalping" luncheon tickets at ½ price. (2) broaden evening extra-curricular activities for students.
- (1) teachers with more personal interest in students with a problem (s), (2) do away with study hall, give student and teacher that time to work with below average students that want help.
- Some kind of improvement over security of lockers.
- More home contact--such as this interview.
- Classroom discipline should be handled in classroom. (i.e. eating candy is not such an important matter to contact a parent on). School should do as much as it can to develop "school pride," therefore eliminating "broken windows", disrespect.
- Should be more extended supervision and remedial courses for slow learners.

Appendix B

The Parent Interview Questionnaire

Minneapolis Public Schools

Jordan Junior High Parent Survey

(1) Are you satisfied with how much your child is learning in reading and mathematics?

_____ 1. Very Satisfied _____ 3. Dissatisfied

_____ 2. Satisfied _____ 4. Very Dissatisfied

Comments _____

_____

_____

(2) Are you satisfied with how much your child is learning in subject areas other than reading and mathematics?

_____ 1. Very Satisfied _____ 3. Dissatisfied

_____ 2. Satisfied _____ 4. Very Dissatisfied

Comments _____

_____

_____

(3) Are you satisfied with the kind of courses that are provided for students at Jordan?

_____ 1. Very Satisfied _____ 3. Dissatisfied

_____ 2. Satisfied _____ 4. Very Dissatisfied

Comments _____

_____

_____

(4) Are you satisfied with the activities other than the subject area courses that are provided for students at Jordan?

_____ 1. Very Satisfied _____ 3. Dissatisfied

_____ 2. Satisfied _____ 4. Very Dissatisfied

Comments _____

_____

_____

(5) Are you satisfied with the way the subject matter is taught at Jordan?

_____ 1. Very Satisfied _____ 3. Dissatisfied

_____ 2. Satisfied _____ 4. Very Dissatisfied

Comments _____

_____

_____

(6) Are you satisfied with the way your child has been treated by the school staff at Jordan this year?

_____ 1. Very Satisfied _____ 3. Dissatisfied

_____ 2. Satisfied _____ 4. Very Dissatisfied

Comments _____

_____

_____

(7) Are you satisfied with how well your child is getting along with other students at Jordan this year?

_____ 1. Very Satisfied _____ 3. Dissatisfied

_____ 2. Satisfied _____ 4. Very Dissatisfied

Comments _____

_____

_____

(8) Do you feel that the Jordan staff is interested in knowing how parents feel about school?

_____ 1. Yes _____ 2. No _____ 3. Not Sure

Comments _____

_____

_____

(9) Do you know who to call at Jordan if you have any questions?

_____ 1. Yes _____ 2. No _____ 3. Not Sure

(10) What suggestions do you have for improving communications between Jordan and the community?

_____

_____

_____

_____

(11) Overall, how satisfied are you with Jordan Junior High?

_____ 1. Very Satisfied _____ 3. Dissatisfied

_____ 2. Satisfied _____ 4. Very Dissatisfied

(12) In addition to the comments you have made already, what other suggestions do you have for improving Jordan Junior High?

_____

_____

_____

_____

Progress Report Cards

Show the parent the report card for his/her child's grade level.

(13) Do you remember receiving a progress report card like this one for your son/daughter this year?

_____ 1. Yes _____ 2. No

(14) Do you feel this card tells you how well your son/daughter is learning?

_____ 1. Yes _____ 2. No

If No, why not? _____

_____

_____

(15) Did you have any trouble understanding anything on the card?

_____ 1. Yes _____ 2. No

If Yes, what? _____

_____

(16) Is there any information missing on the card that you think should be included?

_____ 1. Yes _____ 2. No

If Yes, what? _____

_____

Show the parent the report card for the other grade level.

(17) Is there anything on this report card used at the other grade level that you would like to have on the report card you received?

_____ 1. Yes _____ 2. No

If Yes, what? _____

_____

(18) If you had to choose between the two report cards, which one would you prefer?

_____ 7th grade card

_____ 8th grade card

(19) Are you aware that the attendance boundaries for several Minneapolis schools, including Jordan Junior High, have been changed this year to make the schools more racially balanced?

_____ 1. Yes _____ 2. No

(20) Do you think it is a good idea to have students of different races go to the same school?

_____ 1. Strongly Yes _____ 3. No

_____ 2. Yes _____ 4. Strongly No

(21) Do you believe in the idea of busing children to achieve racially balanced schools?

_____ 1. Strongly Yes
_____ 2. Yes
_____ 3. No
_____ 4. Strongly No

(22) Do you feel that one of the goals of education should be to develop mutual respect for people of other races?

_____ 1. Strongly Yes
_____ 2. Yes
_____ 3. No
_____ 4. Strongly No

(23) Do you feel that getting to know students of other races should be part of your child's education?

_____ 1. Strongly Yes
_____ 2. Yes
_____ 3. No
_____ 4. Strongly No

(24) What, if any, positive experiences do you feel your child has had this year as a result of the change in Jordan's school attendance boundaries?

_____

_____

_____

_____

_____

_____

(25) What, if any, negative experiences do you feel your child has had this year as a result of the change in Jordan's school attendance boundaries?

_____

_____

_____

_____

_____

_____

Person Interviewed _____ Mother _____ Father _____ Guardian

Interviewer _____